

Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	September 2025: 88 Update: June 2026: 96
Proportion (%) of pupil premium eligible pupils	22.50%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rebecca Lennon Headteacher
Pupil premium lead	Rebecca Lennon Headteacher
Governor / Trustee lead	Sarah Turvill Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,645

Part A: Pupil premium strategy plan

Statement of intent

It is Brighstone CE Aided Primary School's intention that our disadvantaged children make good progress and achieve their potential across all areas of the curriculum and their school life. This also includes children who are already high attainers.

We will also meet the needs of children who we identify as vulnerable, regardless of whether they are in receipt of pupil premium funding.

We will ensure that they experience a wide range of opportunities that will enhance their knowledge and skills and broaden their horizons.

As a whole school, we are determined that every child will succeed academically, socially and emotionally by providing bespoke support as well as high quality inclusive teaching.

Our key priorities are focusing on attendance and behaviour, high quality teaching, wellbeing, providing opportunities and access to enrichment activities, and continuing to maintain a culture in which every child is enabled to thrive and flourish in their own unique way.

To ensure that our plans are effective, we will act early to intervene when needs are identified, and ensure that all staff have high expectations and take responsibility for disadvantaged pupils' progress and outcomes.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	RWM combined: Our internal data shows us that a lower percentage of disadvantaged children across the school are achieving RWM combined. We need to ensure that all children achieve their potential in and across lessons (pedagogical approach; tiny steps; continually checking in; retrieval practice; etc...)
2	Writing levels: Our KS2 data shows that writing levels were significantly lower than national in 2024. This is also shown in our internal data across the different year groups. Monitoring shows us that the gaps are due to spellings, punctuation, grammar and handwriting (composition and vocabulary are strong).

3	Attendance: Our data shows that some of our disadvantaged and vulnerable pupils continue to have lower attendance and punctuality than non-disadvantaged pupils. This affects their ability to fully access the curriculum due to missed learning. Poor attendance and lateness may also affect their self-esteem.
4	Wider experiences: Children's access to wider opportunities and resources can sometimes be limited in disadvantaged and vulnerable families, such as music lessons, trips, cooking, dance, drama, uniform and outdoor experiences including forest schools. This can affect their social, emotional and mental health and wellbeing.
5	SEMH: There has been an increase in children presenting with poor mental health which can impact on them attending school and accessing their learning once in school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Continue to secure a pedagogical approach for all teaching that allows the best possible learning to take place at all times for every child, ensuring our RWM combined is improved.	As a result of an effective, high quality pedagogical approach, alongside targeted teaching where needed, children make good progress and attainment gaps for all are reduced, with a particular focus on Writing and Maths. The RWM combined is broadly in line with national in KS2 and across every year group. Children are ready for the next stage in their learning.
Writing levels have improved to be in line with national.	Children's books show correct punctuation, spellings, grammar and handwriting (alongside the continued use of effective composition and vocabulary). Spellings tests show improved results where gaps have been closed.
Improved attendance and punctuality for all pupils, particularly our disadvantaged and vulnerable pupils.	Sustained high attendance from 2026/27 demonstrated by: - the majority of pupils achieving 95% (national) or more attendance - the majority of pupils arriving on time every day
Pupils' access to enrichment activities and wider opportunities is increased.	Data shows a significant increase in participation in enrichment activities and wider opportunities, particularly among disadvantaged and vulnerable pupils.
All children who need to will have access to bespoke SEMH and behaviour support as and when needed.	Children will be able to access their learning as they are more settled and able to self-regulate when needed. There will be fewer

	behaviour incidents and learning for all children will be less disrupted.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve Y6 RWM outcomes, and RWM outcomes in every year group, especially those of disadvantaged children, by further developing pedagogical approach of explicit teaching and modelling, oral skills, tiny steps, and metacognition, through: • Staff CPD and support (including support from LA English and Maths advisors) • PVPG training updates on PVPG and Grammarsaurus • Funding for overtime and release time for training • Y6 SATs courses • English and Maths network meetings • Subscription / purchase of TTRS, Number Sense, White Rose Maths, English	(EEF +7) The potential impact of metacognition and self-regulation approaches is high. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The National Curriculum states that pupils should become fluent in the fundamentals of mathematics through varied and frequent practice, including knowing key mathematical facts and recalling them efficiently, and allowing pupils to delve much deeper. https://www.nationalnumeracy.org.uk/research-and-resources/count-me-2010 https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study	1, 2

books with handwriting lines	https://www.nationalnumeracy.org.uk/research-and-resources/tackling-challenge-low-numeracy-skills-young-people-and-adults	
Staffing structure: Extra LSA support provided in Y5/6 and Y1/2 where possible to facilitate a flexible teaching model and enable both teacher- and LSA-led support and interventions.	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Further develop our use of the dictation strategy to focus on automating the transcription skills.	EEF Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. As part of a writing curriculum, pupils should be given time to be taught – and to practise – the component skills of transcription...If pupils master these, they can focus their attention on developing, organising, and communicating their ideas.	1, 2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions and resources for: • RWI • Words in a Minute • Lego Therapy • Sensory circuits • Times Table Number Sense • Word Aware (vocabulary) • Social skills • Early Maths Skills • Letter formation • Typing • Nessy • Autism and I • Food preparation	EEF +4 One to one tuition, and small group tuition, is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 5
Targeted support in class for identified children, including pre-teaching of vocabulary, number skills, writing, spelling and phonics.	EEF +4 Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
One-to-one tuition for identified pupils.	EEF +5 Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus	1, 2

	exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.	
Small group tuition for identified pupils.	EEF +4 Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost of Deputy School Leader's (FLO) time to facilitate engagement with identified families, including: - Meet and greet - Bespoke pastoral support	EEF +4 Parental engagement has a positive impact on average of 4 months' additional progress, especially through encouraging positive dialogue about learning and providing practical strategies with tips, support and resources. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 4, 5
HT's and FLO's time to engage with targeted families to promote higher attendance and punctuality. Introduce attendance award.	EEF +4 https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3
Breakfast Club to improve punctuality	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf	3, 5

for targeted families.		
ELSA interventions and bespoke pastoral support. The use of The Den with SEMH resources, with ELSA/FLO/Deputy School Leader support.	EEF +4 Both targeted interventions and universal approaches have positive overall effects. An appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required is recommended. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5
Provide and subsidise school trips/residentials and wider opportunities, including music lessons, after-school clubs, individual counselling, mindfulness and positivity, art therapy, to improve pupils' social and emotional mental health and wellbeing and develop their cultural capital.	EEF +4 The EEF recognises the importance of social and emotional learning for all, whilst supplementing the school's overall policy for children most in need through interventions. In order for children to progress effectively, they must first have their emotional needs met. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF +3 Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The research summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4, 5

Total budgeted cost: £34,645

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance and punctuality

Families in crisis are supported through work with the Family Liaison Officer. Lateness has been reduced. Attendance and punctuality continue to be a focus.

2025-2026 (FFT)

Autumn and spring terms

FSM attendance: 88.42%

Non-FSM attendance: 94.25%

Whole school: 92.92%

2024-2025 (FFT)

FSM attendance: 91.9%

Non-FSM attendance: 95%

Whole school: 94.3%

2023-2024 (FFT)

FSM attendance: 92.1%

Non-FSM attendance: 95.1%

Whole school attendance: 94.4%

The HT and DSL/FLO meet regularly to monitor attendance, and the Persistent Absences and lates continue to be closely tracked by HT and DSL/FLO. The HT and DSL/FLO also attend Attendance Networks and have termly meetings with the Education and Inclusion team as part of the LA's offer.

Pupil Premium data for KS1 (Y2) and KS2 (Y6)

IDSR

	2023	2024	2025	3-year average
RWM expected standard	Small cohort	Small cohort	Small cohort	Below (non-sig)
Reading expected standard	Small cohort	Small cohort	Small cohort	Close to av. (non-sig)
Writing expected standard	Small cohort	Small cohort	Small cohort	Below (non-sig)
Maths expected standard	Small cohort	Small cohort	Small cohort	Below (non-sig)
EGPS expected standard	Small cohort	Small cohort	Small cohort	Below (non-sig)

	2022	2023	2-year average
Reading progress	Close to av. (non-sig)	Small cohort	Close to av. (non-sig)
Writing progress	Close to av. (non-sig)	Small cohort	Below (non-sig)
Maths progress	Below (non-sig)	Small cohort	Below (sig-)

Disadvantaged pupils - Reading, writing and maths expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	12	33%	46%	Below (non-sig)	68%	-34	Not applicable	Not applicable
2025	5	20%	47%	Small cohort	69%	-49	Suppressed	-
2024	4	50%	46%	Small cohort	67%	-17	Suppressed	-
2023	3	33%	44%	Small cohort	66%	-33	Not available	Low - Stability

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	12	67%	62%	Close to average (non-sig)	80%	-13	Not applicable	Not applicable
2025	5	40%	63%	Small cohort	81%	-41	Suppressed	-
2024	4	100%	62%	Small cohort	80%	20	Suppressed	-
2023	3	67%	60%	Small cohort	78%	-12	Not available	Low - Stability

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	12	42%	59%	Below (non-sig)	78%	-36	Not applicable	Not applicable
2025	5	20%	59%	Small cohort	78%	-58	Suppressed	-
2024	4	50%	58%	Small cohort	78%	-28	Suppressed	-
2023	3	67%	58%	Small cohort	77%	-11	Not available	Low - Stability

Disadvantaged pupils - Maths expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	12	50%	60%	Below (non-sig)	80%	-30	Not applicable	Not applicable
2025	5	20%	61%	Small cohort	81%	-61	Suppressed	-
2024	4	100%	59%	Small cohort	79%	21	Suppressed	-
2023	3	33%	59%	Small cohort	79%	-46	Not available	Low - Stability

2024-2025 data (FFT)

	Reading	Writing	Maths	RWM
KS1 (Y2)	No PP children			
KS2 (Y6)	75% (3/4 PP children)	50% (2/4 PP children)	75% (3/4 PP children)	25% (1/4 PP children)

2023-2024 data (FFT)

	Reading	Writing	Maths	RWM
KS1 (Y2)	No PP children			
KS2 (Y6)	100% (4/4 children)	50% (2/4 children)	100% (4/4 children)	50% (2/4 children)

2022-2023 data (FFT)

	Reading	Writing	Maths	RWM
KS1 (Y2)	33% (1/3 children)	33% (1/3 children)	67% (2/3 children)	33% (1/3 children)
KS2 (Y6)	67% (2/3 children)	67% (2/3 children)	33% (1/3 children)	67% (2/3 children)

All interventions involve at least one PP child.

Monitoring activities evidence that children are much more able to talk about their learning using key vocabulary. Pre-teaching of vocabulary takes place for identified children, and visuals are used for all.

There has been a continued focus on number fluency. We buy into Times Tables Rock Stars, White Rose Maths and Number Sense to ensure that daily number fluency sessions take place.

Regular pupil progress meetings identify and track spotlight children for targeted support.

There has been a greater focus on the development and retention of key knowledge and skills. Staff training has been focusing on spaced practice and retrieval practice, and each lesson starts with a planned opportunity to practise and retrieve previously learnt skills from yesterday/last week/last term/last year.

Learning walks and pupil conferencing show children making links and being able to use and apply previous learning. More children are able articulate what, how and why specific learning is taking place.

Phonics Screening Check

All pupils - Phonics expected standard

- There were 11 pupils who were eligible for the phonics screening check in Year 1 in 2025; all of them sat the check and 2 pupils did not meet the **phonics expected standard**.
- No pupils were screened for phonics in Year 2 in 2025.

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	24	83%	80%	Close to average (non-sig)	Not applicable	Not applicable
2025	11	82%	80%	Close to average (non-sig)	Suppressed	-
2024	5	100%	80%	Small cohort	Suppressed	-
2023	8	75%	79%	Close to average (non-sig)	Not available	-

Wider Strategies

"[Pupils] receive a warm welcome and those new to the school speak of being accepted with 'open arms and big hugs'. As a result, pupils are happy and joyful... Pupils considered to be vulnerable are nurtured within a culture built on Christian values. A skilled staff team adapts the curriculum effectively and gives targeted, individual support that meets pupils' needs. Consequently, pupils, including those who have special educational needs and/or disabilities, find success in their learning... The current vision has served the school well in successfully nurturing pupils' individual needs." SIAMS April 2025

Improving children's social and emotional health through wider opportunities such as peripatetic music lessons, Gardening Club, Mind and Positivity (MaP) Club, Christmas Choir and subsidising school trips to ensure that all children are able to go. One after school club per half term is funded for each PP child.

"Pupils benefit from many wider opportunities. These give them an understanding of what their local area, and beyond, has to offer. They are proud of their contributions to the Brighstone Horticulture Show and when they perform with the choir or country dancing at community events. School trips, including to the British Museum in London, build pupils' cultural understanding as well as enhancing their learning in the classroom. Pupils enjoy a range of inclusive clubs which include seasonal sports, boccia, bellringing and mindfulness."

Ofsted February 2024

Targeted one-to-one Elsa interventions (and bespoke Pastoral support) are delivered by qualified staff.

Extra social and emotional sessions, above those delivered in the classroom, have been beneficial to some children, enabling them to learn strategies to deal with their emotions now and in the future. Some of these are provided by qualified school staff, and bespoke therapy is provided by external agencies for individual identified pupils.

Support staff are being used more consistently to ensure the regular provision of targeted group sessions/ interventions. Strategies continue to be further developed/planned for to support the self-esteem and well-being of all disadvantaged children (effective use of emotion coaching, ELSA sessions and FLO pastoral support).

Specific barriers to children's learning are reduced through targeted, high-quality pastoral support (ELSA, Family Liaison Officer, SENCo, good pupil to classroom-based staff ratio).

'Hive days' continue to be regularly planned to promote and develop children's self-esteem, resilience, confidence and teamwork.

"Pupils behave well and are proud of their 'Bee-haviour' awards. At breaktimes, they enjoy playing with their friends across year groups. Pupils are not worried about bullying, which happens rarely, and they are confident that staff help them with any worries. The actions of the pupil and adult safeguarding leads mean that pupils are happy and safe at school."

Ofsted February 2024

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

We are also using the Pupil Premium funding to purchase school uniform for those families who are struggling to afford their own.